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ABSTRACT

This learning activity package, one in a series of six, is designed to help students gain an understanding of the aims of the industrial cooperative training (ICT) program and their own responsibilities as students. (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) Contents include a list of objectives, pretest, eight learning activities, posttest, answer key for learning activities, and pretest and posttest answer key. The learning activities, each based on one objective, cover these topics: (1) Terms Used in Industrial Cooperative Training, (2) What is Industrial Cooperative Training?, (3) Aims of Industrial Cooperative Training, (4) Your Obligations As an ICT Student, (5) Advantages of the ICT Program, (6) Other Vocational Training Areas, (7) Forms Used in ICT, and (8) How Will I Be Evaluated? Each follows this format: objective, informative materials, and exercise/activity. (YLB)

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INTRODUCTION TO INDUSTRIAL COOPERATIVE TRAINING

Learning Activity Package

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A Guide for Industrial Cooperative Training Programs

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TRADE AND INDUSTRIAL EDUCATION SERVICE
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INTRODUCTION TO INDUSTRIAL COOPERATIVE TRAINING

Learning Activity Package

For use with
Industrial Cooperative Training Programs

TRADE AND INDUSTRIAL EDUCATION SERVICE
Division of Program Services
Vocational and Adult Education

S. John Davis
Superintendent of Public Instruction
Department of Education
Commonwealth of Virginia
Richmond, Virginia 23216

July 1980

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INTRODUCTION

Industrial Cooperative Training (ICT) is a Program designed to provide industrial occupational training experience for high school juniors and seniors at least sixteen years of age. You will attend school one-half of each school day and receive supervised work experience on the job in a trade, technical, or industrial occupation for the other half of the school day. Occupational training is given on the job in manipulative skills, and job-related instruction is given in the high school ICT classroom.

This Learning Activity Package (LAP) will help you to understand the aims of the program and your responsibilities as a student. Industrial Cooperative Training is a three-way cooperative plan. Only through the combined efforts of your employer, your teacher-coordinator, and yourself can you get the most out of the program.

NOTES TO STUDENTS

The material in this Learning Activity Package (LAP) is designed to help you understand the ICT program. As a new student, you should become familiar with what ICT is, some of the terms used, and the general principles of the program.

Begin by taking the Pretest. Then follow instructions given for completing the eight learning activities in this LAP.

OBJECTIVES

When you have completed this LAP you will demonstrate your understanding of the Industrial Cooperative Training program by successfully meeting these objectives with 90 percent accuracy.

A. You will be able to define ten terms used in ICT.

B. You will be able to explain nine concepts of ICT.

C. You will be able to list five aims of the ICT program.

D. You will be able to identify ten obligations as an ICT student.

E. You will be able to list seven advantages of the ICT program.

F. You will be able to describe four of the major vocational training areas.

G. You will be able to explain the use of three forms used in the ICT program.

H. You will be able to explain five traits on which your employer will evaluate you.

PRETEST

Define the following ICT terms.

1. Cooperative training.

2. Directly related instruction.

3. General related instruction.

4. ICT

5. Sponsor.

6. Teacher-coordinator.

7. Training station.

8. Training plan.

Pretest (Continued)

9. VICA

_____

_____

10. Vocational Education.

_____

_____

Circle T if the statement is True, F if it is False.

T F 11. You must be at least fourteen years of age in order to enroll in the ICT program.

T F 12. A student is required to work a minimum of 20 hours per week when enrolled in the ICT program.

T F 13. It is reasonable to take three to four classes per day in school while enrolled in the ICT program.

T F 14. There is a minimum wage for student-learners in the ICT program.

T F 15. The youth group for ICT students is called Vocational Industrial Clubs of America.

T F 16. About thirty percent of your time will be spent on the job with about seventy percent left for in-school activities.

T F 17. One of the four basic ICT study areas is "good job attitudes".

T F 18. A "related instruction" class is taught in the school.

T F 19. The ICT program assures you of full-time employment upon graduation.

T F 20. The on-the-job phase of the ICT program also offers credit toward graduation.

T F 21. Safety is an important part of the ICT program.

Pretest (Continued)

Respond to the following questions:

22. Who may enroll in ICT?

_____

23. Who is accepted in the ICT program?

_____

24. What is the on-the-job training requirement of VICA?

_____

25. How is credit awarded for ICT?

_____

26. How much are earnings for ICT students?

_____

27. How is ICT placement arranged?

_____

28. What is the in-school program?

_____

29. What is the school load for an ICT student?

_____

30. What are the four main areas of study?

_____

31. What is VICA?

_____

Pretest (Continued)

Name five basic aims of the ICT program

32. Aim 1

_____

_____

33. Aim 2

_____

_____

34. Aim 3

_____

35. Aim 4

_____

_____

36. Aim 5

_____

_____

List ten obligations of ICT students.

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

Pretest (Continued)

45. _____

46. _____

Name seven advantages of the ICT program.

47. _____

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

Circle T if the statement is True, F if it is False. If the statement is false explain why in the blank space provided.

T F 54. A person planning to become a chef in a restaurant would enroll in a distributive education program.

_____

T F 55. All students in trade and industrial education programs are enrolled in ICT.

_____

T F 56. The main reason for enrolling in vocational home economics is to become a better homemaker.

_____

T F 57. Ornamental horticulture can be learned in an agricultural education program.

Pretest (Continued)

Explain the purposes of the following forms:

58. Employment Certificate

_____

_____

59. Information Card

_____

_____

60. Daily Work Report

_____

_____

Explain five traits on which you will be evaluated by your employer.

61. _____

62. _____

63. _____

64. _____

65. _____

LEARNING ACTIVITY A

TERMS USED IN INDUSTRIAL COOPERATIVE TRAINING

Objective: You will be able to define ten terms used in Industrial Cooperative Training.

Introduction: Following is a list of several common terms used in Industrial Cooperative Training. It is necessary to understand the meaning and use of these terms before proceeding through the other learning activities in the module.

1. Cooperative training is a concept in education where the student, the schools, and local industry work together to provide an occupational training program for the student. Such a program offers part-time on-the-job experience while the student pursues regular school studies.

2. Directly related instruction is that part of the in-school training program concerned with a study of the occupation in which the student is placed.

3. General related instruction is that part of the school program which is concerned with information good for everyone to know regardless of the occupation being pursued.

4. Sponsor (also training sponsor) is the ICT students' supervisor for the on-the-job training part of the program. The sponsor works cooperatively with the teacher-coordinator in developing the student training program.

5. Teacher-cordinator (also coordinator) coordinates in-school experience for students enrolled in the ICT program. The coordinator teaches, develops training plans, places students on the job, and evaluates performance on the job.

6. ICT is the abbreviation for Industrial Cooperative Training, a part-time training program for secondary school students.

Terms Used in Industrial Cooperative Training (Continued)

7. A training plan is a schedule of work experiences planned cooperatively by the sponsor and the teacher-coordinator. The training plan is signed by the student, parents, a school official, and a representative from the business agency.

8. A training station is an industry or business establishment which offers training opportunities for students. A suitable training station must accept the responsibility for providing good training, and pay wages as agreed upon in the training plan.

9. VICA is the abbreviation for Vocational Industrial Clubs of America, a youth organization for students in Vocational Industrial Education programs.

10. Vocational education is that part of education which trains for employment.

Describe in your own words the following terms related to ICT.

1. Vocational education

_____

_____

2. Sponsor

_____

3. Training station

_____

_____

Terms Used in Industrial Cooperative Training (Continued)

4. Training plan

5. Teacher coordinator

6. Directly related instruction

7. ICT

8. General related instruction

9. Cooperative training

10. VICA

LEARNING ACTIVITY B

WHAT IS INDUSTRIAL COOPERATIVE TRAINING?

Objective: You will be able to explain nine concepts of ICT.

Introduction: ICT is more than a work program where earning money is the main goal. In order to gain the most from the ICT program it is necessary to understand the main concepts--or ideas around which it is built. In this learning activity you will study the basic concepts of the ICT program.

WHO MAY ENROLL?

Industrial Cooperative Training (ICT) is a program of cooperative work-study education designed to provide training opportunities in vocational, industrial, and technical fields for high school juniors and seniors who are at least sixteen years of age.

ACCEPTANCE

Students must be interviewed by the ICT Coordinator to gain acceptance into the program. A parental consent statement must be signed.

ON THE JOB TRAINING

All students must be employed an average of 15 hours per week during school hours for a total of 540 hours of supervised training.

CREDIT

Credit toward graduation will be given for successful completion of the course including both the in-school and on-the-job parts of the program. Students must complete the full year. No single semester courses are offered.

EARNINGS

Students will be paid a fair wage as agreed by employer, student and teacher-coordinator.

What is Industrial Cooperative Training? (Continued)

PLACEMENT

The teacher coordinator will arrange job interviews in the student's area of interest. Job placement will depend upon your aptitudes, abilities, and interests. Students may enter the program if they are employed in the area and the job and place of employment is approved by the teacher coordinator.

IN-SCHOOL PROGRAM

In the classroom about fifty percent of your time will be spent studying information which relates to your job in a general way, while the other fifty percent will be spent studying directly-related material. Your employer and teacher coordinator will work with you in providing technical material.

SCHOOL LOAD

Most students take three or four classes a day when they are enrolled in ICT. Five hours per week are spent in ICT in-school study.

AREAS OF STUDY

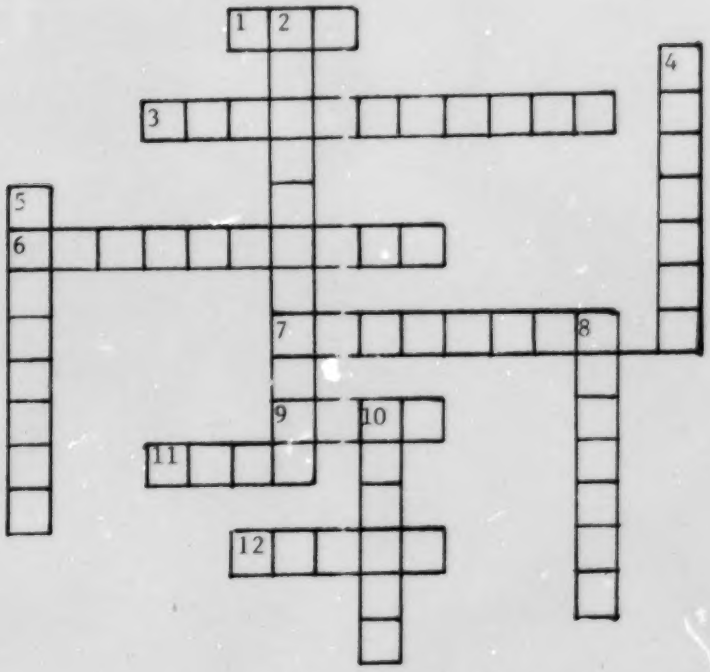
The four main areas you will study in ICT are job skills, technical information, good job attitudes, and consumer information. All of these areas of study are essential to success in life.

VICA

As an ICT student, you will be expected to become a member of the Vocational Clubs of America (VICA). This is an organization for students in the trade and industrial education programs.

What is Industrial Cooperative Training? (Continued)

Fill in the blanks with ICT related words. Then use these words to complete the crossword puzzle.



DOWN

2. working together._____.

4. _____ hours on the job are required each week.

5. _____ related material (deals mainly with your occupation.

8. _____ related information is nice to know.

10. In ICT you will receive _____ toward graduation.

ACROSS

1. Abbreviation for Industrial Cooperative Training_____.

3. A chance, an _____.

6. Having to do with industry.

7. On-the-job _____.

9. Club associated with Industrial Cooperative Training_____.

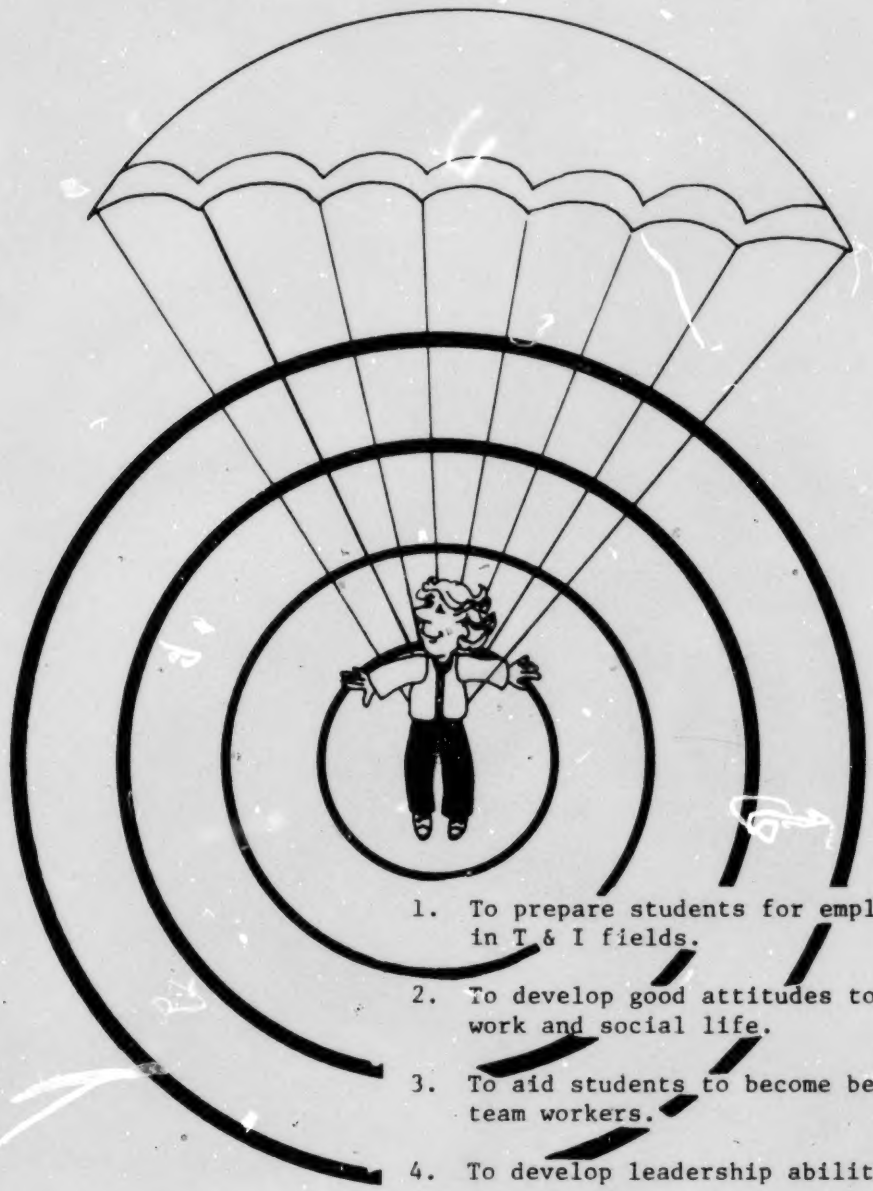
11. _____ hours of ICT classroom instruction are required each week.

12. Student must have completed tenth _____.

LEARNING ACTIVITY C

AIMS OF INDUSTRIAL COOPERATIVE TRAINING

Objective: You will be able to list five aims of the ICT program.



1. To prepare students for employment in T & I fields.
2. To develop good attitudes toward work and social life.
3. To aid students to become better team workers.
4. To develop leadership abilities.
5. To develop students' awareness of their surroundings.

Aims of Industrial Cooperative Training (Continued)

1. TO PREPARE STUDENTS FOR EMPLOYMENT IN INDUSTRY.

   The ICT program offers students entrance level skills in many industrial occupations. The occupations selected, of course, depend on the aptitudes and interests of the student. Through the ICT program, students can gain the experiences needed to qualify for a skilled or semi-skilled job following high school graduation.

2. TO DEVELOP GOOD ATTITUDES TOWARD WORK AND SOCIETY.

   Attitudes are formed early in life. They are difficult to change later when you become "set" in your ways. Through good supervision on the job and in-school participation, you should understand why good attitudes are so important in all walks of life.

3. TO AID STUDENTS IN BECOMING BETTER TEAM WORKERS.

   Nearly all jobs require you to work with others as a member of a team. In the ICT program, not only is the on-the-job training a team approach, but the in-school program promotes team work through various activities--particularly those fostered through Vocational Industrial Clubs of America competitive events.

4. TO DEVELOP LEADERSHIP ABILITIES

   Leadership abilities in such areas as public speaking, parliamentary procedure and ceremony presentation are encouraged through VICA competitive activities. The interested student can participate in special VICA leadership activities including elections, holding office and public spirited projects.

5. TO DEVELOP STUDENTS' AWARENESS OF THEIR SURROUNDINGS

   Understanding government, civic responsibilities, and principles of

Aims of Industrial Cooperative Training (Continued)

democracy are important parts of our lives. The ICT program promotes this kind of awareness through participation in the many activities provided in both school and the community.

Aims of Industrial Cooperative Training (Continued)

1. Explain in your own words the five main aims of the ICT program.

2. For each aim give at least two examples of how your life can be improved through participation in ICT.

1. a. _____

_____

b. _____

_____

2. a. _____

_____

b. _____

_____

3. a. _____

_____

b. _____

_____

4. a. _____

_____

b. _____

_____

5. a. _____

_____

b. _____

_____

LEARNING ACTIVITY D

YOUR OBLIGATIONS AS AN ICT STUDENT

Objective: You will be able to identify ten obligations as an ICT student.

Introduction: As an ICT student, you will be responsible for conducting yourself in a manner which will reflect positively on you and the ICT program. Your employer will be rating you on certain aspects of your behavior which are just as important in the classroon and at VICA club meetings as they are on the job. The following learning activity should help you to gain insight into your obligations as an ICT student.

1. STUDENTS ARE EXPECTED TO BE REGULAR IN ATTENDANCE AT SCHOOL AND ON THE JOB.

   Your employers have agreed to become involved in the program both because they want to provide opportunities for new workers to develop job skills and because they need good employees to do the job. Your work assignment is an important and necessary part of the total operation at your place of employment. If you miss work, someone else must carry your load.

   Your on-the-job training is a regular part of the school curriculum--the same as science, math, or English. You receive credit toward graduation for work experience, just as you do for other courses. Your job, your related class, and your other subjects are all vital parts of the design for your entry into the adult world of work. A good record is necessary for continued participation in the program.

2. A STUDENT IS EXPECTED TO BE ON TIME AT SCHOOL AND ON THE JOB.

   Punctuality (being on time) is one way of showing that you are ready and able to accept responsibility. Most employers and teachers will judge you partly on your ability to be at the appointed place on time. If, for some unavoidable reason, you must be late, always call your employer.

3. NOTIFY YOUR EMPLOYER WHEN CIRCUMSTANCES FORCE YOU TO BE ABSENT FROM WORK.

Illness and emergency situations are likely to happen to all of us at one time or another. The sooner you let your employers know, the sooner they can arrange for a substitute. Notifying the employer is a matter of courtesy. If, for example, you make arrangements to meet your friends at a downtown movie one evening and one of them becomes ill and cannot go, wouldn't you expect that person to call you and tell you?

4. NOTIFY YOUR TEACHER-COORDINATOR WHEN YOU MUST BE ABSENT FROM SCHOOL OR WORK.

A very embarrassing situation can result if your teacher-coordinator does not know where you are. Your teacher-coordinator will be visiting you on the job, and time and effort are wasted if you are not found at work. It is not just a case of keeping track of you, but it is a matter of getting everything to work out right for all parties concerned. If your teacher-coordinator does not know of your whereabouts he/she cannot be of much help to you or your employer.

5. IN MOST SCHOOLS YOU ARE NOT PERMITTED TO WORK ON THE DAYS YOU ARE NOT IN SCHOOL.

If you are too ill to attend school you should not plan to work on that day either. Check with your teacher-coordinator concerning this policy in your school.

6. WHILE ON THE JOB YOU ARE EXPECTED TO CONDUCT YOURSELF IN A MATURE AND POSITIVE MANNER.

While on the job you should be on your best behavior. The fact that you are hired by a business or industry, also means that you are considered grown up enough by this time to act in a responsible manner on the job. Try to look neat and be appropriately dressed for the place you work.

Every place of employment has different requirements, so it will be necessary to look the place over, and determine what is acceptable dress. A good rule is--if you find yourself wearing something which attracts a great deal of attention, it is probably inappropriate. You are expected to perform your job in a responsible manner. You should do your very best at all times. How you conduct yourself will affect your present and future employment opportunities. The fact that you represent the ICT program to your employer will make a difference also in his/her attitude toward hiring other ICT students in the future. If employers have bad experiences with ICT students, they may not be willing to act as training sponsors in the future.

7. COMPLETE ALL JOB ASSIGNMENTS CORRECTLY AND PROMPTLY.

First, learn to do the job well, then try to increase your speed. You must remember that training new employees is quite expensive for a business or industry. Because you cannot do the job as well as an experienced employee, the company usually loses money for the first weeks or months of your employment. Employers are willing to spend a certain amount of time and money on training, but they also expect to see progress.

8. DO YOUR BEST IN ALL IN-SCHOOL (RELATED) ASSIGNMENTS.

The related class is designed to help you on the job. Try to take advantage of it.

There are certain things which an employee should know which can be better learned in school rather than on the job. Your teacher will be presenting related topics in such areas as pre-employment, taxes, money and banking, and safety. You will also spend a portion of time studying directly

related material concerning your occupational areas. The related instruction is designed to help you in learning information which is usually time consuming on the job. Do your best and always turn in your work on time.

9. AVOID DETENTIONS, SUSPENSIONS, AND EXPULSIONS

Disciplinary action is a problem for regular students, but for cooperative students it can be disastrous. Remember, your cooperative education job is really the same as a school subject. If you are suspended or expelled from school, you will be required to give up your job also. Your job may no longer be available after you have been readmitted to school. Your employer may have already hired someone else.

10. COOPERATE FULLY WITH YOUR TEACHER-COORDINATOR.

Your teacher coordinator has many responsibilities. He/she works with the employer, student, school, and the parents. It can sometimes be a difficult job trying to keep everyone happy! The teacher-coordinator is really a "go-between" and has the final authority and responsibility for all parts of the training program. Remember that your teacher-coordinator has a lot of experience, and it is in your best interest to work cooperatively with him/her both on the job and in school.

11. YOU MAY NOT RESIGN OR CHANGE YOUR JOB UNLESS YOU FIRST DISCUSS THE SITUATION WITH YOUR TEACHER-COORDINATOR.

On every job there are times when interest lags, frustrations come, and things just do not seem to be going right. Part of becoming an adult is learning to face and overcome problems and disappointmemts. Students are, therefore, discouraged from changing training stations. Three or four short periods of employment at different places are not usually as valuable as one long, steady period. Later in life, you will find that

drifters are not the happiest people. Your teacher-coordinator planned your training station assignment with great care, keeping in mind your particular career goal at the time you entered the program. In most cases it will prove worthwhile to stay with it. If this seems completely impossible, your teacher-coordinator is the person to consult.

12. OBEY ALL TRAFFIC LAWS WHILE TRAVELING TO AND FROM THE TRAINING STATION. FOLLOW YOUR EMPLOYER'S SAFETY CODE.

If you are involved in traffic violations, it eventually could mean that someone else will need to be responsible for getting you to and from your job. Since someone else might not always be available, you may need to give up your job.

While at work, you may think that some of the safety regulations are unnecessary. Obey them anyway. Very often such rules were made because of bad accidents in the past.

13. PARTICIPATE IN YOUR YOUTH ORGANIZATION.

Responsible individuals in a society must function in various roles. Some of these involve individual effort, but others require working effectively with others. Participation in youth groups associated with your program will help you develop group skills and will show you a great deal about organizing and operating an organization.

14. UNDERSTAND THE REASONING FOR YOUR OBLIGATIONS AS AN ICT STUDENT.

The obligations which were discussed include a lot of areas. Please do not view these obligations only as another set of rules, but try to understand the "why" of each of these obligations.

When children are small, it sometimes does not seem worthwhile to explain all the "whys" to them. One tends to say "just because" when they question

a rule. As a maturing person, however, it is important to understand the reasoning behind these rules. All rules should make sense to the person who follows them.

WHAT DO YOU THINK?

Look again at the obligations which you have as an ICT student. Then rank the importance of each on the following list by placing a rank order from 1 to 14 in front of each one.

_____ Students are expected to be regular in attendance at school and on the job.

_____ A student is expected to be on time at school and on the job.

_____ Notify your employer when circumstances force you to be absent from work.

_____ Notify your teacher-coordinator when you must be absent from school or work.

_____ In most schools you are not permitted to work on days when you are not in school.

_____ While on the job, you are expected to conduct yourself in a positive and mature manner.

_____ Complete all job assignments correctly and promptly.

_____ Do your best on all in-school (related) assignments.

_____ Avoid detentions, suspensions and expulsions.

_____ Cooperate fully with your teacher-coordinator.

_____ You may not resign or change jobs unless you first discuss the situation with your coordinator.

_____ Obey all traffic laws while traveling to and from the training station. Follow your employer's safety code.

_____ Participate in your youth organization.

_____ Understand the reasoning for your obligations as an ICT student.

Your Obligations As an ICT Student (Continued)

After you have ranked the obligations as an ICT student, write a brief explanation of why you ranked the first five as you did.

1st. _____

_____

_____

_____

2nd. _____

_____

_____

_____

3rd. _____

_____

_____

_____

4th. _____

_____

_____

_____

5th. _____

_____

_____

_____

LEARNING ACTIVITY E

ADVANTAGES OF THE ICT PROGRAM

Objective: You will be able to list seven advantages of the ICT program.

Introduction: Now that you know what ICT is all about it is time to assess the advantages of being in the program. Too often, new students who do not really know the advantages of the program only value the financial gain of being employed while in school. This motive should be considered as one of the least important reasons for being in the program. In this learning activity you will study the nine basic advantages which the ICT program has to offer.

The primary advantages of being in the ICT program are:

1. Study directly and general related subjects in school.

   There are certain areas of study which can be learned better in a school situation than on the job. In the directly related areas, for example, related mathematics and blueprint reading require instruction which cannot be given on the job. In the general related areas, such subjects as insurance, consumer decision making, and social awareness could not be taught on the job but are necessary for any worker to know.

2. Permanent employment upon graduation.

   As the work world grows more complex, employers seek workers who already have the basic skills. The ICT program offers an opportunity to develop entrance level skills, giving the student a better chance to gain full time employment immediately upon graduation.

3. Earn while you learn.

   Employers are expected to pay reasonable learners' wages. If these wages are not as high as you had expected, remember that the employer usually loses money on new employees until they have learned to do the job quickly and accurately.

4. Credit toward graduation while gaining work experience.

   You will be awarded credit for the time spent learning a job as you would for taking regular school subjects. The amount of credit offered varies from school to school.

Advantages Of The ICT Program (Continued)

5. Occupational training under actual work conditions.

   In the ICT program you will be learning an occupation by actually being an employee in that occupation. You will be able to experience the work conditions as they really are. This is an advantage which ICT offers, but is not found in regular school laboratory programs.

6. Bridge the gap between high school and full time employment.

   As an ICT student you will move gradually from high school experience to full-time employment. For others, there can be a difficult period in adjusting to a job situation soon after high school graduation. For the ICT student the change from school to work is a gradual one.

7. Help develop desirable personal traits.

   The in-school phase of the ICT program puts a great deal of emphasis on developing the kind of attitudes which employers are looking for in young workers. The on-the-job phase of the program gives you an opportunity to put what you learned into practice.

8. The student has a chance to determine if an occupation suits his/her interests and abilities.

   Many people go through life doing a job which is uninteresting to them. In the ICT program, you have an opportunity to determine where your real interests and aptitudes lie.

9. Develop a proper attitude toward safety.

   Typically, people are hurt in accidents because they do not have a good attitude toward safety. The ICT program, both in-school and on-the-job emphasizes the development of safety awareness--not only on the job, but in all walks of life.

Advantages Of The ICT Program (Continued)

What are advantages of the ICT program?
Fill in the spaces provided with the most appropriate word from the list below.

1. Study _____ and general related subjects in class.
2. Permanent _____ upon graduation.
3. Earn while you _____ .
4. Credits toward _____ while gaining work experience.
5. _____ training under actual work conditions.
6. Bridges gap between _____ and _____.
7. Helps develop _____ personal traits.
8. Student has a chance to find out if a (an) _____ suits his/her _____ and _____.
9. Develop a proper attitude toward _____.

learn	high school
full-time employment	occupational
directly	general
aptitudes	safety
employment	desirable
three	graduation
interests	abilities
	occupation

LEARNING ACTIVITY F

OTHER VOCATIONAL TRAINING AREAS

Objective: You will be able to describe four of the major vocational training areas.

Introduction: As a student in the Industrial Cooperative Training Program you have selected one of a special group of courses which can help you learn skills for specific occupations. The type of courses referred to are known as Vocational Education.

Even though you are enrolled already in a chosen vocational course, it is to your advantage to become acquainted with the variety of occupations for which a student can receive vocational training.

Study the following brief descriptions of the six basic vocational training areas.

1. Trade and Industrial Education.

   As an ICT student you are enrolled in the trade and industrial education curriculum. Most occupations are of a skilled or semi-skilled nature. In many schools there are two ways of obtaining trade and industrial education skills. One way is through the ICT program which involves half time in-school training and half time on-the-job training. The second way to obtain trade and industrial education training is by enrolling in a "shop program" where the occupation is taught at the school instead of on the job. Typical occupational areas in trade and industrial education are auto mechanics, drafting, plumbing, welding, and electronics.

2. Health occupations.

   Many schools offer training programs which lead to careers in the health occupations. Because licensing is involved in several of the health occupations, high school training is often quite limited. Occupational training areas in health occupations at the secondary level include such areas as practical nurse, nurse's aide, health aide, dental assistant, ward clerk and orderly.

3. Home Economics.

Most high schools have home economics programs. At one time, home economics was offered mainly to enable young women to become better homemakers. Today, the home economics program has expanded to include training in many occupational fields. Courses now are open to both boys and girls. Many employment opportunities are available. Some of the jobs which come under the home economics category are child care, commercial clothing, commercial food service, and home furnishing.

4. Agriculture.

Most rural high schools and some city schools offer courses in vocational agriculture. The field of agriculture has expanded so that farming in no longer such a predominant area. Some other fields in agriculture are agricultural mechanics, ornamental horticulture, conservation, agricultural marketing, and forestry.

5. Business.

Vocational programs in business education involve courses and cooperative training programs in business and office occupations. Business education programs train students for careers such as clerks, secretaries, bookkeepers, key punch operators, and data processing technicians.

6. Distributive education.

The distributive education program is designed to offer knowledge and skills in marketing, merchandising and management. Some occupational areas are insurance, retailing, real estate, advertising, and display.

Other Vocational Training Areas (Continued)

Below you will find the six major vocational areas listed, but their letters are scrambled. See if you can unscramble the letters in order to discover what these areas are. Clues are given to the right of each scrambled term. A space is provided for your answer.

1. TRICEGRUUALA

_____

FORESTRY
HORTICULTURE
DAIRY FARMING

2. MOEH SCOOMNIEC

_____

COMMERCIAL FOOD
CLOTHING SERVICE
CHILD CARE

3. SESUSINB ACTIENDOU

_____

CLERK
SECRETARY
BOOKKEEPER

4. SBTIVDIURITE UINADCETO

_____

REAL ESTATE
ADVERTISING
DISPLAY

5. DREAT DAN DRUATLINIS ACIENDOUT

_____

ELECTRONICS
DRAFTING
AUTO MECHANICS

6. EHTALH SNCAITOCOUP

NURSE
DENTAL ASSISTANT
ORDERLY

37

LEARNING ACTIVITY G

FORMS USED IN ICT

Objective: You will be able to explain the use of three forms used in the ICT program.

Introduction: In any program where many persons are involved there must be regulations, agreements, and reports forms. By studying the various forms used in the ICT program, you will be able to gain a better understanding of the entire program operation than you have now. Study the following seven forms. If you are beginning the ICT program, your teacher-coordinator may ask you to complete the ICT Information form found on page 32.

NFORMATION CARD

ICT-4 (8/74)

INDUSTRIAL COOPERATIVE TRAINING

Name _____

Address _____

Home Telephone No. _____

Date of Birth _____ Age _____

_____
Parent or Guardian Tel. No.

_____
Address of Parent or Guardian

Do you have a work permit?

Occupation of Student

_____

Training Agency

_____

Address of Training Agency

_____
Supervisor's Name Tel. No.

Rate of Pay _____

Total hrs. of employment per week _____

Class Schedule

Period	Class	Room No.	Teacher
1			
2			
3			
4			

Extracurricular Activities
(Please List)

Your coordinator will ask you to fill out an information card such as this. Please fill out the above card to the best of your ability.

Forms Used in ICT (Continued)

IS 158 (Rev. 6/73)

FAIRFAX COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL SERVICES DEPARTMENT
VOCATIONAL EDUCATION
COOPERATIVE WORK–TRAINING PROGRAMS

EMPLOYER'S AGREEMENT

Date _____

Firm _____

Address _____ Phone _____
Street City State Zip Code

Student's Name _____ Age _____

School _____ Service _____ Phone _____

Job Title _____ Beginning Wage _____

Total Hours of Employment per Week _____

Immediate Supervisor _____ Title _____

Beginning Date _____

The business or industrial firm involved agrees to place the work–training student on the above–named job for the purpose of assigning work which has instructional value and will assist the coordinator in evaluating the student's progress.

The salary paid to the work–training student by the employer should be equal to that paid any beginning part–time employee.

The work–training student will receive the same consideration given regular employees in relation to safety, health, company regulations, social security, and general working conditions.

The employer agrees to provide a minimum average of 15 hours of employment per week. However, the maximum work week should not exceed 28 hours.

If the employer desires to make any change in aspects of the job or terminate the agreement because of unsatisfactory job performance, the coordinator should be notified immediately.

_____ _____
Coordinator Employer's Representative

Your employer may be asked to sign an agreement before you are hired.

Forms Used in ICT

FAIRFAX COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL SERVICES DEPARTMENT
VOCATIONAL EDUCATION

AGREEMENT-PARENT/GUARDIAN

FOR COOPERATIVE WORK-TRAINING PROGRAMS

( ) Cooperative Work-Study Program
( ) Distributive Education
( ) Industrial Cooperative Training
( ) Vocational Office Training

HIGH SCHOOL _____ DATE _____

1. The first responsibility of students is to the school. It is a student's responsibility to make satisfactory arrangements with the employer concerning the work schedule on those occasions when the student's presence is necessary at school.

2. Students in a cooperative work training program are subject to all school regulations.

3. Students will not terminate their jobs without the approval of the coordinator.

4. Employed students, upon completion of their daily classes, must either report to the job, go home, or remain in school for a supervised activity as directed by the coordinator.

5. Students who are between jobs must, upon completion of their daily classes, remain at school under supervision or engage in other activities as directed by the coordinator.

6. Students will be expected to conform to the requirements of the school and the employer with respect to grooming.

7. Students will conduct themselves in a manner that will reflect credit to themselves, their school and their employers.

8. Students will not work on days they are absent from school unless advance permission has been given by the coordinator. Violations of this rule will be treated as truancy. It is the responsibility of the students to notify the coordinator and the employer by 10:00 a.m. each day if they are to be absent.

9. Students who lose their jobs because of negligence or misconduct may be dropped from the program and lose credit for the course.

10. Transportation to and from the place of employment is the responsibility of students. Transportation arrangements must meet with the approval of parents and school administration.

11. It will be the responsibility of the students to submit reports to the coordinator, when required.

12. On-the-job training of the students is the responsibility of the school. The coordinator must approve all jobs and reserves the right to change the job if deemed necessary.

13. Employment conditions, including total hours worked by the students, will be regulated by the coordinator and the employer--minimum 15 hours, maximum 28 hours. All students under 18 are required to have a work permit.

14. Parents or guardians will assume responsibility for the conduct and safety of students from the time they leave school until they report to the job, and from the time they leave their jobs until they arrive at home.

The undersigned have read and agree with the policies listed.

_____ _____
Student Parent or Guardian

_____ _____
Coordinator Principal

<u>This is the most important form used in the program. Read it carefully and sign it. Your parent or guardian will have to do the same.</u>

Forms Used in ICT (Continued)

APPLICATION FOR A WORK PERMIT

THIS IS NOT AN EMPLOYMENT CERTIFICATE
PERMISSION FOR EMPLOYMENT
(In accordance with Section 40.1-92, Code of Virginia)

Boys and Girls 12 to 16 years of age:

I have personally appeared before the Issuing Officer and give my consent for

.....
(Name of minor)

to be employed at.....
(Name and address of place of employment)

Date..... Signature.....
(Parent or Guardian)

Boys and Girls 16 and 17 years of age:

This will serve the Issuing Officer notice that I give my consent for.....
(Name of minor)

.....to be employed at.....
(Name and address of place of employment)

Date..... Signature.....
(Parent or Guardian)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

This page and the next two contain copies of the three-part application for work permit. It is printed in three colors. Green, white and pink. It must be completed by your parent, your potential employer and your physician, and returned to the issuing officer in your school.

Forms Used in ICT (Continued)

PHYSICIAN'S CERTIFICATE OF PHYSICAL FITNESS
For minors 12 to 18 years of Age in Accordance with Section 40.1-95 of the Code of Virginia

Name of Applicant _____ Address _____

Parent or Guardian _____ Address _____

Col. ____ Sex ____

Height _____

Weight _____

TO DOCTOR: Child must be 56'' in height and weigh 80 pounds to be certified as having reached the physical age of 14; and must be 57'' in height and weigh 85 pounds to be certified as having reached the physical age of 16.

Nutrition _____	Lungs _____
Skin _____	Deformities _____
Glands _____	_____
Eyes R _____ L _____	Nervous System _____
Teeth _____	_____
Nose & Throat _____	General Health _____
Ears R _____ L _____	_____
Heart _____	_____

over

THIS IS NOT AN EMPLOYMENT CERTIFICATE.

INTENTION TO EMPLOY

Commonwealth of Virginia
Department of Labor and Industry
Richmond, Virginia

I)
We) intend to employ _____ Age _____

As _____
(exact nature of work)

when he presents an employment certificate duly signed, hours of employment not to exceed 8 hours per day or 40 hours per week. He will have at least a 30-minute rest or meal period no later than after 5 consecutive hours of work. I agree to comply with all provisions of Section 40.1-80, Code of Virginia, as set forth on reverse side of this form.

_____ 19____ _____
(Date) (Signature of employer or agent)

Name of Firm _____

Address _____

NOTE: This card must be presented by the minor to the issuing officer, along with a parent's permission form and certificate of physical fitness form and proof of age before an employment certificate will be granted.

(OVER)

THIS IS NOT AN EMPLOYMENT CERTIFICATE

13

Forms Used in ICT (Continued)

Age given by applicant_____ Apparent Age _____

Remarks _____

This certifies that I have this day examined the above named child and have found_____ to be of normal development, in reasonable health, and physically fit to work as _____ in _____
(Type of business or industry)

Examining Physician _____

Address _____ Date _____

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

HOURS OF WORK PERMITTED BY LAW

(In Accordance with Section 40.1-80 of the Code of Virginia)

Effective July 1, 1972

Not more than 8 hours in any one day; not more than 40 hours in any one week; not more than 6 days in any one week; not more than 5 consecutive hours of work without at least a 30-minute rest or meal period. Boys and girls 16 and 17 years of age not before 5 a.m., not later than midnight. Boys and girls 14 and 15 years of age not during hours that schools are in session except those certified with work-training, school--part time or provisional types of employment certificates; not before 7 a.m., not later than 6 p.m. except they may be employed as late as 10 p.m. on days not followed by a school day.

Back of application for work permit. Please read the entire permit.

Forms Used in ICT (Continued)

EMPLOYMENT CERTIFICATE

TYPE OF CERTIFICATE
☐ General
☐ Vacation—Part Time
☐ School—Part Time
☐ Work-Training ☐ Apprentice ☐ Student Learner
☐ Provisional

EMPLOYMENT CERTIFICATE **ISSUING OFFICER'S COPY**

No.

This Certificate EXPIRES.....

Date of Issue.....

TYPE OF CERTIFICATE
☐ General
☐ Vacation—Part Time
☐ School—Part Time
☐ Work-Training ☐ Apprentice ☐ Student Learner
☐ Provisional

EMPLOYMENT CERTIFICATE **COMMISSIONER'S COPY**

No.

This Certificate EXPIRES.....

Date of Issue.....

TYPE OF CERTIFICATE
☐ General
☐ Vacation—Part Time
☐ School—Part Time
☐ Work-Training ☐ Apprentice ☐ Student Learner
☐ Provisional

EMPLOYMENT CERTIFICATE

No.

This Certificate EXPIRES.....

Date of Issue.....

1. .....
(Last name of minor) (First) (Middle) (Street) (Town or City) (Zip Code)

2. .....
(Age Sex Race) (Month Day Year of Birth) (Evidence of Age)

3. .....
(State of Birth) (Town) (County)

4. .....
(Name of Parent or Guardian) (Street) (Town or City) (Zip Code)

5. .....
(Name of firm ... type of establishment) (Specific address) (Street) (Town or City) (Zip Code)

6. .....
(Name of employer) (Specific duties of minor)

I hereby certify I have examined and approved the following papers for the above minor: 1. Intention to Employ; 2. Permission of Parent or Guardian; 3. Evidence of age shown above; 4. Physician's Certificate of Physical Fitness

7. .....
(Signature of Issuing Officer) (Mailing Address) (Zip Code)

8. ..... 9. Name of school attending _____
(Signature of Minor)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
P. O. BOX 12064, RICHMOND, VA. 23241

IMPORTANT—See other side

Your work permit, or employment certificate will look like this. There are three colored sheets. They are pink, green and yellow. If you are under eighteen years of age, you must have an employment certificate.

Forms Used in ICT (Continued) One of your responsibilities is to fill this form out completely and accurately on a daily basis for your coordinator. If you are employed, complete this form and turn it to your coordinator.

DAILY WORK REPORT

Last Name _____ First Name _____ Occupation _____ Training Station _____

Month of _____, _____ Number of School Days _____ Actual Hours _____ @ $ _____ = $ _____

| OCCUPATIONAL EXPERIENCES | Date | | |

INDUSTRIAL COOPERATIVE TRAINING (ICT)

INDIVIDUAL EDUCATIONAL PLAN

FOR _____

(NAME)

GRADE _____ SUB SCHOOL _____

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION

TRAINING AREA _____

SCHOOL _____

YEAR _____

This is a two-page form to be used at the end of the year to compute your total hours of work and occupational experiences. Your coordinator will show you how to complete it.

Forms Used in ICT (Continued)

Evaluation

Quality Control	Quarter 1	3	3	4	Comment
Classwork					
Employer					
Class attendance					
VICA/Special Projects					
Average					

	1	2	3	4		Total
Work Hours						

Schedule of Occupational Experiences

Work Activity in Hours	Quarter 1	2	3	4	Total

Forms Used in ICT (Continued)

RELATED INSTRUCTION RECORD
(Continued)

Directly Related	GRADE	*HOURS	INSTR I'NTL	COMMENT

*Cosmetology, Barbering, and other craft areas requiring state licensure require the record above.

Forms Used in ICT (Continued)

Match the type of ICT forms in the right-hand column with its use in the left hand column. Place the identifying letters in the blanks.

_____ 1. Form which your parents sign in order for you to be in the ICT program.

_____ 2. Form which your parents must sign in order for you to obtain a work permit.

_____ 3. Form which gives personal information. (To be used in the school).

_____ 4. Official certificate which allows minors to work.

_____ 5. This form is really a contract between the employer and the school.

_____ 6. Form in which you keep record of hours worked.

_____ 7. Form which you complete at the end of the school year, showing all occupational experience and hours worked.

A. Employer's Agreement

B. Application for Work Permit

C. Industrial Educational Plan

D. Daily Work Report

E. Information Card

I. Agreement - Parent/Guardian

G. Employment Certificate

LEARNING ACTIVITY H

HOW WILL I BE EVALUATED?

Objective: You will be able to identify five traits on which your employer will evaluate you.

Introduction: As in any other class in school, you will receive a grade for ICT. A grade is not given to criticize; rather your grade indicates your areas of strength and weakness. Through evaluation, your teacher-coordinator and your employer will have an opportunity to help you improve in the areas in which you need the most help. You can get the most out of your ICT experience in school and on the job if you constantly look for ways to improve yourself.

Please study the typical Employer's Report to Coordinator and notice the rating elements listed in the left-hand column. Also note the ratings and the remarks given by the employer.

From this report form, you should be able to gain an idea of how you will be evaluated on the job. If the employer checks the "poor" column, he/she is usually asked by your teacher-coordinator to provide some additional remarks. On the basis of the evaluation given, your teacher-coordinator has a reason for approaching the employer to discuss your entire work rating.

You should make every effort to get good ratings on the job. These ratings may mean the difference between being offered a full-time job with the company or being laid off when your ICT program has terminated. Remember too, that a prospective employer probably will check with your previous employers before you will be hired.

After you have studied the ICT form which follows, complete the learning activity.

ICT-8 (8/74)

How Will I Be Evaluated? (Continued)

EMPLOYER'S REPORT TO COORDINATOR
INDUSTRIAL COOPERATIVE TRAINING
_____ High School

John Abbott	Auto Mechanic	Town Motors, Inc.	Jerry Smith
Name of Student	**Occupation**	**Training Station**	**Coordinator**

Rating Elements	Excellent	Good	Fair	Poor	Additional Remarks
Attitude (conduct, courtesy, etc.)			x		
Cooperation (team worker)				x	Doesn't work well w/others
Initiative (self-starter)				x	Must be told often
Accepts Responsibility (reliable, etc.)			x		
Loyalty (for Company)		x			
Resourcefulness (good judgment, etc.)			x		
Response to Instruction or Criticism		x			
Interest in Occupational Goal			x		Doesn't seem to know
Progress (knowledge, confidence, etc.)				x	
Quality of Work (accuracy, etc.)				x	
Production (quantity of work)	x				
Practices Safety (with equip., etc.)			x		
Attendance (notification of absence)			x		
Prompt and Ready for Work			x		Late 4 times this month
Personal Appearance	x				

General Remarks: _____

_____

_____

_____	_____	_____
Date	**Immediate Supervisor**	**Employer**

Additional questions on back for supervisor

Your employer will rate your job performance according to the categories shown above.

How Will I Be Evaluated? (Continued)

1. Would you recommend that this student continue a career in this occupational area?

2. Would you consider this student for permanent employment if a position were open?

3. How can the school help this student become a better employee?

4. What do you like most about this student?

5. Comment on ways in which this student could improve. Note special weaknesses.

How Will I Be Evaluated?

This anagram contains many words which describe the way in which your employer will be rating you. The words which are hidden are listed below. You will find them located horizontally, vertically and diagonally in the anagram. Do your best to find all of them. Check each word off as you find it. Think about these words in terms of how you conduct yourself in school and on the job.

P I N T E R E S T I N O C C U P A T I O N A L C O A L E
R M T T R O I Y R H I E B C L G E F D P A L C O F I D E
A P A L O Y C R I T L B I C O O P E R A T I O N P U A L
T R A S T A A Y L B A J K O Y H C O U R T E S Y T E A C
E O L E R L T E A P P E A R A N C E S Q E D T I N C F O
A V N U U I T I O P Z R E M L A T Y L U N E T D I T H N
L E C K L I L T O N R S T E T D L A P X D T R T W I C F
A C S A F E T Y A R N K E G Y I N I T I A T I V E Y D I
A F U S R E A D Y O K F G P J R K M O D N R C S M A E D
M W U T T R N T P I N S T R U C T Z O N C O N D U C T E
P R O G R E S S N L O A B S E N T O K V E M V T W S B N
L O L T Z T E A M W O R K E R S G K N O W L E D G E A C
O S R T P R O M P T R O M P R E S O U R C E F U L B I E
P T Q G O G O O D J U D G M E N T N S U P E R V I S O R

CIRCLE EACH WORD

RELIABLE
INTEREST IN OCCUPATIONAL GOAL
SAFETY
APPEARANCE
PROGRESS
PROMPT
ATTENDANCE
RESPONSE
GOOD ATTITUDE
CONDUCT
COOPERATION
LOYALTY
INITIATIVE
COURTESY
TEAM WORK
RESOURCEFUL
GOOD JUDGMENT
INSTRUCT
CRITICAL
KNOWLEDGE
CONFIDENCE
QUALITY
ACCURACY
ABSENT
READY
IMPROVE
RATE
SUPERVISOR

POSTTEST

Define the following ICT terms.

1. Cooperative training.

_____

_____

2. Directly related instruction.

_____

_____

3. General related instruction.

_____

_____

4. ICT

_____

_____

5. Sponsor.

_____

_____

6. Teacher-coordinator.

_____

_____

7. Training station.

_____

_____

8. Training plan.

_____

_____

Posttest (Continued)

9. VICA

_____

_____

10. Vocational Education.

_____

_____

Circle T if the statement is True, F if it is False.

T F 11. You must be at least fourteen years of age in order to enroll in the ICT program.

T F 12. A student is required to work a minimum of 20 hours per week when enrolled in the ICT program.

T F 13. It is reasonable to take three to four classes per day in school while enrolled in the ICT program.

T F 14. There is a minimum wage for student-learners in the ICT program.

T F 15. The youth group for ICT students is called Vocational Industrial Clubs of America.

T F 16. About thirty percent of your time will be spent on the job with about seventy percent left for in-school activities.

T F 17. One of the four basic ICT study areas is "good job attitudes".

T F 18. A "related instruction" class in taught in the school.

T F 19. The ICT program assures you of full-time employment upon graduation.

T F 20. The on-the-job phase of the ICT program also offers credit toward graduation.

T F 21. Safety is an important part of the ICT program.

Posttest (Continued)

Respond to the following questions:

22. Who may enroll in ICT?

_____

23. Who is accepted in the ICT program?

_____

24. What is the on-the-job training requirement of VICA?

_____

25. How is credit awarded for ICT?

_____

26. How much are earnings for ICT students?

_____

27. How is ICT placement arranged?

_____

28. What is the in-school program?

_____

29. What is the school load for an ICT student?

_____

30. What are the four main areas of study?

_____

31. What is VICA?

_____

Posttest (Continued)

Name five basic aims of the ICT program

32. Aim 1

_____

_____

33. Aim 2

_____

_____

34. Aim 3

_____

35. Aim 4

_____

_____

36. Aim 5

_____

_____

List ten obligations of ICT students.

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

Posttest (Continued)

45. _____

46. _____

Name seven advantages of the ICT program.

47. _____

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

Circle T if the statement is True, F if it is False. If the statement is false explain why in the blank space provided.

T F 54. A person planning to become a chef in a restaurant would enroll in a distributive education program.

_____

T F 55. All students in trade and industrial education programs are enrolled in ICT.

_____

T F 56. The main reason for enrolling in vocational home economics is to become a better homemaker.

_____

T F 57. Ornamental horticulture can be learned in an agricultural education program.

Posttest (Continued)

Explain the purposes of the following forms:

58. **Employment Certificate**

_____

_____

59. **Information Card**

_____

_____

60. **Daily Work Report**

_____

_____

Explain five traits on which you will be evaluated by your employer.

61. _____

62. _____

63. _____

64. _____

65. _____

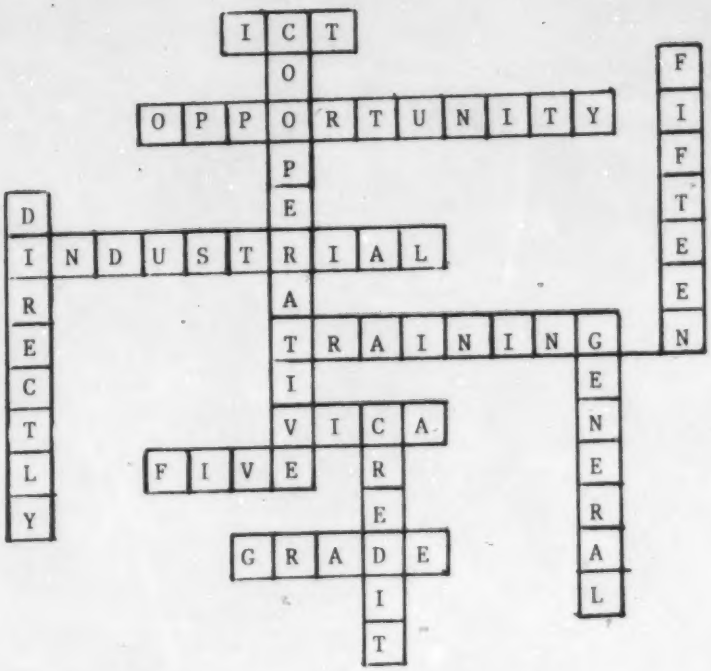
ANSWER KEY - ACTIVITY A

TERMS USED IN INDUSTRIAL COOPERATIVE TRAINING

1. Education which trains for employment.
2. ICT student's supervisor for the on-the-job training part of the program.
3. The industry or business which provides the student with a training job.
4. A schedule of work experiences planned by the sponsor and the teacher-coordinator.
5. School employee who coordinates in-school and on-the-job experiences for students.
6. In-school study of the occupation in which the student is placed.
7. Industrial Cooperative Training.
8. In-school study of information which is good for everyone to know regardless of the occupation being pursued.
9. Type of work training which is planned cooperatively by industry, the school and the student.
10. A youth club for students in Vocational Industrial Education programs.

ANSWER KEY - ACTIVITY B

CROSSWORD PUZZLE



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ANSWER KEY - ACTIVITY C

AIMS OF INDUSTRIAL COOPERATIVE TRAINING

1. Explanations may vary.

2. Model examples of how your life can be improved through ICT.

   1. a. Better chance of getting a full-time job because you are trained already.

      b. You will probably start at a higher rate of pay.

   2. a. Learn good attitudes early in life.

      b. Possible to advance more easily on the job because of having attitudes which employers seek.

   3. a. Learn to work with others on the job.

      b. Learn cooperative team work through VICA activities.

4. 4. a. Develop abilities in public speaking and parliamentary procedure through VICA.

      b. Develop leadership in the community through ICT sponsored community projects.

   5. a. Develop the confidence to run for a local office.

      b. Gain a feeling for the needs of other persons in the community who are less fortunate than you are.

ANSWER KEY - ACTIVITY D

YOUR OBLIGATIONS AS AN ICT STUDENT

Rank order will depend on your own feelings. We all tend to rank higher those things which we understand best.

A TIP: Study again those obligations which you ranked further down the list. Perhaps you need to spend some time thinking about why you scored them further down. Maybe you need to develop a better "why" feeling of those obligations.

ANSWER KEY - ACTIVITY E:

ADVANTAGES OF THE ICT PROGRAM

1. directly
2. employment
3. learn
4. graduation
5. occupational
6. high school/full-time employment
7. desirable
8. interests/abilities
9. safety

ANSWER KEY - ACTIVITY F

OTHER VOCATIONAL TRAINING AREAS

1. Agriculture
2. Home Economics
3. Business Education
4. Distributive Education
5. Trade and Industrial Education
6. Health Occupations

ANSWER KEY - ACTIVITY G

FORMS USED IN ICT

1. F - 2. B - 3. E - 4. G - 5. A - 6. D - 7. C

ANSWER KEY - ACTIVITY H:

Model Answers:

1. It is possible, that with a lot of effort and the right attitude, this student could succeed. He has an attitude problem which greatly affects the job situation.

2. Probably not. It would depend on the qualifications and attitudes of others competing for the job.

3. By working with this student to develop the right attitudes, before it is too late and attitudes are established. Participation in VICA would probably help this student.

4. This student does good quality work; has a good personal appearance, appears to be loyal to the company; and accepts any constructive criticism offered.

5. a. This student needs to be able to work on his own without being told constantly.

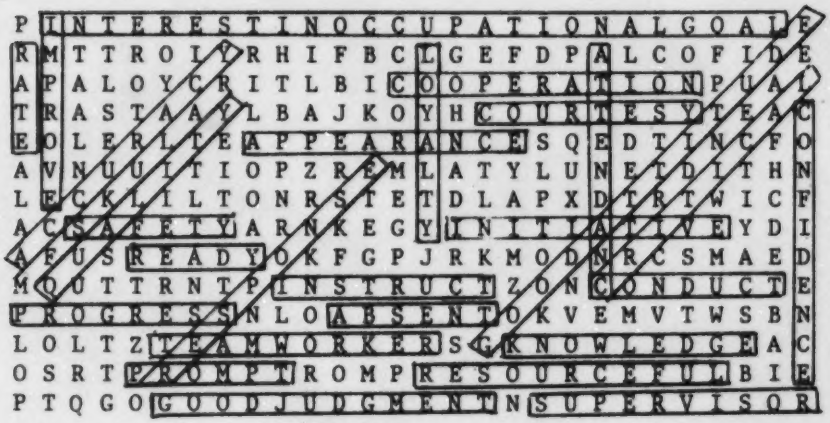
   b. He should learn to work cooperatively with others rather than seeking to avoid lending a "helping hand" now and then.

Answer Key - Activity H (Continued)

c. Additional confidence would cause the student to be more out-going and show more initiative to work on his own.

d. Other poor traits such as being late, bad attendance record and lack of good judgment would make this student a poor risk.

ANAGRAM


P I N T E R E S T I N O C C U P A T I O N A L G O A L E
R M T T R O L Y R H I F B C L G E F D P A L C O F I D E
A P A L O Y C R I T L B I C O O P E R A T I O N P U A L
T R A S T A A Y L B A J K O Y H C O U R T E S Y T E A C
E O L E R L T E A P P E A R A N C E S Q E D T I N C F O
A V N U U L T I O P Z R E M L A T Y L U N E T D I T H N
L E C K L I L T O N R S T E T D L A P X D T R T W I C F
A C S A F E T Y A R N K E G Y I N I T I A T I V E Y D I
A F U S R E A D Y O K F G P J R K M O D N R C S M A E D
M Q U T T R N T P I N S T R U C T Z O N C O N D U C T E
P R O G R E S S N L O A B S E N T O K V E M V T W S B N
L O L T Z T E A M W O R K E R S G K N O W L E D G E A C
O S R T P R O M P T R O M P R E S O U R C E F U L B I E
P T Q G O G O O D J U D G M E N T N S U P E R V I S O R

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PRETEST - POSTTEST ANSWER KEY

1. Type of work training which is planned cooperatively by industry, the school and the student.
2. In-school study of the occupation in which the student is placed.
3. In-school study of information which is good for everyone to know, regardless of the occupation being pursued.
4. Industrial Cooperative Training.
5. ICT student's supervisor for the on-the-job training part of the program.
6. School employee who coordinates in-school and on-the-job experiences for students.
7. The industy or business which provides the student with a training job.
8. A schedule of work experiences planned by the sponsor and the teacher-coordinator.
9. A youth organization for students in Vocational Industrial Education programs.
10. Education which trains for employment.

11.	F	15.	T	19.	F
12.	F	16.	F	20.	T
13.	T	17.	T	21.	T
14.	F	18.	T		

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22. High school juniors and seniors who are at least sixteen years of age.
23. Students must be interviewed by the ICT coordinator to gain acceptance into the program. A parental consent statement must be signed.
24. All students must be employed an average of fifteen hours per week during school hours for a total of 540 hours of supervised training.
25. Credit toward graduation will be given for successful completion of the course including both the in-school and on-the-job parts of the program.
26. Students will be paid a fair wage as agreed by employer, student and teacher-coordinator.
27. The teacher-coordinator will arrange job interviews in the students' area of interest.
28. In the school, about fifty percent of your time will be spent studying information which relates to your job in a general way, while the other fifty percent will be spent studying directly related material.

29. Most students take three or four classes a day when they are enrolled in ICT. Five hours per week are spent in ICT in-school study.

30. They are: job skills, technical information, good job attitudes, and consumer information.

31. This is the Vocational Industrial Clubs of America, an organization for students in the trade and industrial education programs.

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32. To prepare students for employment in industry.
33. To develop good attitudes toward work and society.
34. To help students to become better team workers.
35. To develop leadership abilities.
36. To develop students' awareness of their surroundings.

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37 to 46. Select from the following:

(1) Students are expected to be regular in attendance at school and on the job.
(2) Students are expected to be on time at school and on the job.
(3) Students are expected to notify their employers when circumstances force them to be absent from work.
(4) Students are expected to notify their teacher-coordinator when they must be absent from school or work.
(5) In most schools they are not permitted to work on the days when they do not attend school.
(6) While on the job they are expected to conduct themselves in a mature and positive matter.
(7) They are expected to complete all their job assignments correctly and promptly.
(8) They are expected to do their best in all in-school (related) assignments.
(9) They must avoid detentions, suspensions, and expulsions.
(11) They are expected to cooperate fully with their teacher-coordinator.
(12) They may not resign or change their jobs unless they first discuss the situation with the teacher-coordinator.
(13) They are expected to obey all traffic laws while traveling to and from the training station. They must also follow the employer's safety code.
(14) They are expected to participate in their youth organization.
(15) They must try to understand the "why" of all these obligations.

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47 to 53. Select from the following:

(1) Study directly and general related subjects in school.
(2) Permanent employment upon graduation.
(3) Earn while you earn.

Pretest - Posttest Answer Key (Continued)

(4) Credit toward graduation while gaining work experience.
(5) Occupational training under actual work conditions.
(6) Bridge the gap between high school and full time employment.
(7) Helps develop desirable personal traits.
(8) Students have a chance to determine if an occupation suits their interests and abilities.
(9) Develop a proper attitude toward safety.

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54. False - A home economics program
55. False - Some trade & industrial education students are enrolled in laboratory classes at the school.
56. False - Home economics programs also train students in many wage earning occupations.
57. True

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58. An official certificate which allows minors to work.
59. A form kept at school which contains personal data such as address, phone number, etc.
60. Form on which you keep a record of hours worked.

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61 to 65. Select traits from the Employer's Report to Coordinator found in Learning Activity H, page 45.